



Planning the inquiry

Class/grade: Grade K-5 Age group: 5 - 10

School: School code:

Title: Swimming

Teacher(s):

Date:

Proposed duration: number of hours 6 over number of weeks 4

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme**

Who we are

* **central idea**

Skills and stroke technique are required to be stronger swimmer . We will be prepared and are responsible for being safe in and around water.

**Summative assessment task(s):**

**What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?**

Stroke technique

A summative observation will take place where children have a choice of a particular stroke in which they feel they can demonstrate the best technique. Students will perform this over the following distances depending on the distance they feel comfortable with:

Level 1 - across the pool to the middle lane

Level 2 – half a length

Level 3 - full length

Preparation for swimming and safety around the water

- Excel spredsheet. Tick columns detailing transdisciplinary skills (self management skills) with particular reference to organization, time management and informed choices

**2. What do we want to learn?**

**What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?**

Responsibility / Causation / Function / Form

**What lines of inquiry will define the scope of the inquiry into the central idea?**

* How we can be safe in and out of the water
* What self management skills we exhibit
* Having the correct technique helps us to become a more competent swimmer

**What teacher questions/provocations will drive these inquiries?**

**Level 1**

What are the pool rules and why are they important? (Form)

What equipment do you need for swimming so you are ready to start on time?

What do I need to do in order to stay a float in the pool? (Form)

Level 2

Why do we breathe out under water? (causation)

How can you move around the pool safely? (Responsibility)

How do we organize ourselves in the changing rooms so we are ready to start swimming quickly**? (**Responsibility)

Why is it important to learn to swim? (causation)

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

**What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**

Prior knowledge – Excel spredsheet. Tick columns detailing transdisciplinary skills (self management skills) with particular reference to organization, time management and informed choices.

Observations of technique and safety in and out of the water

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**

* How we can be safe in and out of the water – posters or poem or short story – student choice to show me they know the safety rules
* What self management skills we exhibit - Excel spreadsheet. Tick columns detailing transdisciplinary skills (self management skills) with particular reference to organization, time management and informed choices
* Having the correct technique helps us to become a more competent swimmer –

Technique in one stroke (student choice) they will swim demonstrating technique in one chosen stroke. Notes will be made to give them feedback on areas of strength and areas that they will practice.

**4. How best might we learn?**

**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

Different ways of entering the pool – ranging from sliding into the water to straddle entry and diving – depending on the situation in the water

Floating to improve buoyancy

Bobbing and underwater swimming to encourage students to breathe bubbles and exhale under water

Activities which include legs only work with floats and noodles. Simulation of arm and leg action on the pool side

One arm and catch up work (for more advanced). Full stroke technique concentrating on breathing

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

**PYP transdisciplinary skills development –self-management skills (organization and time management (students being able to have all the correct equipment with them and get dressed on time)**

**Students will be able to show the following attributes of the learner profile:**

*Risk takers* – facing the unknown in deep water and unfamiliar territory

*Reflective* – Looking at their own stroke and that of others and giving feedback

*Caring* – making sure everyone is happy and looking after others who are not quite so confident in the water

I*nquirers* – children and exploring and developing their natural curiosity in the water – they will experiment as to the best way to float, how to swim underwater etc

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Planning the inquiry

**5. What resources need to be gathered?**

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

Know the game Swimming book, a variety of kickboards, soft balls, arm bands and noodles. Whistle

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

Swimming pool – links will be made between good practice in the school pool and then safe practices when by the river and beaches etc.

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Reflecting on the inquiry

**6. To what extent did we achieve our purpose?**

**Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

Evidence – excel spreadsheet detailing transdisciplinary key skills learnt

Ancedotal notes referencing areas of strength and areas of improvement

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea**?

Hard to improve on this as much is observation and written work by me wants to be kept to a minimum. Swimming is a discipline that requires teacher led activities to a higher degree than other activities which can be more student led. Safety in the swimming pool is obviously a major factor so the children need to be observed in terms of lifeguarding and their safety rather than continuous written observations that take away my focus.

Maybe a rap, poster’ song’ poem etc can be written detailing the student’s knowledge of safety around the pool can be incorporated into the classroom programme – time constraints may be an issue here if links are not being made to a specific grade.

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

‘Who we are’ as the transdisciplinary theme inquires into the mental, social and physical health. This obviously has strong links to any physical activity, especially swimming. Pupils made links between why swimming was healthy and the fact that it was ‘different’ than running around and playing team sports.

**7. To what extent did we include the elements of the PYP?**

What were the learning experiences that enabled students to:

* **develop an understanding of the concepts identified in “What do we want to learn**

**Resonsibility/Function/Form/causation**

* **demonstrate the learning and application of particular transdisciplinary skills**?

**PYP transdisciplinary skills development –self-management skills**

**Organizatio**n – student’s had to have all their equipment ready and on pool side ready to go. They knew they had to bring a hat and most children remembered this at all times. Others borrowed a swimming hat readily.

A warm hat was recommended to wear after swimming. Some children did bring this but others didn’t. Only a few parents asked why we were swimming at this time of the year and straight away I pointed out that children could wear a hat after swimming if they were concern bed about the cold.

Students were not great at bringing a note if they were sick and could not swim. Even though communication with parents was extensive’ parents were not used to this procedure.

**Time management** – student’s had to be ready in a set time ready for their next class. Many were good at this but others paraded in their bathing suit far too long and held up the class as a consequence.

**Informed choices** – most student’s made excellent informed choices. They took information on board and used this to decide the course of action. Those that made poor choices was often through excitement to be in the pool or to get to a certain point.

* **develop particular attributes of the learner profile and/or attitudes?**

*Risk takers* – facing the unknown in deep water and unfamiliar territory. 6 children were swimming without armbands by the end of the sessions.

*Reflective* – Looking at their own stroke and that of others and giving feedback

*Caring* – making sure everyone is happy and looking after others who are not quite so confident in the water. Children swam out to give those children who were tired a kickboard or swum back with them

I*nquirers* – children and exploring and developing their natural curiosity in the water – they will experiment as to the best way to float, how to swim underwater etc

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Reflecting on the inquiry

**9. Teacher notes**

**Cross Curricular links:**

**Links to the classroom teachers inquiry-**

**Who am I? Students reflected on who they are and what they can do. They appreciated the differences between different children and why some children were stronger swimmers than others. This unit enabled children to take responsibility for individual learning more so than team games .**

**OTHER SINGLE SUBJECTS:**

**8. What student-initiated inquiries arose from the learning?**

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**What teacher questions/provocations will drive these inquiries?**

**Level 1**

What are the pool rules and why are they important? (Form)

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What do I need to do in order to stay a float in the pool? (Form)

Level 2

Why do we breathe out under water? (causation)

How can you move around the pool safely? (Responsibility)

How do we organize ourselves in the changing rooms so we are ready to start swimming quickly**? (**Responsibility)

Why is it important to learn to swim? (causation)

All these questions drove the inquiry. Children knew how to move around the pool and how to behave in the pool. Questions that required them to think how they could improve their technique and ‘what happens if ….’ were very successful as children were able to experiment and find the answer.

**What student-initiated actions arose from the learning?**

**Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.**

Many students are very enthusiastic about swimming. They will be asking their parents to enroll them in lessons. Many children who moved from armbands to swimming without initiated this action and asked if they could try without armbands – yeah!!

Students were telling each other not to run and to walk around the poolside.

They were helping each other to change and to dry each others hair